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Community Schools in Alberta: A Comparative Analysis

Summary

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A COMPARATIVE ANALYSIS OF SELECTED DESIGNATED COMMUNITY SCHOOLS AND NON-DESIGNATED SCHOOLS IN ALBERTA

EXECUTIVE SUMMARY

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BY

WALTER ANDREW LAZARUK

A Study Conducted under Contract to
Planning and Research Branch
Alberta Education
Edmonton, Alberta

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FOREWARD

This report summarizes a comparative study of selected Designated Community Schools and Non-Designated Schools in Alberta conducted from January to May, 1982. A more indepth explanation of the study, including a literature review, design, questionnaires and analyses of the data is included in the dissertation entitled "A Comparative Analysis of Selected Designated Community Schools and Non-Designated Schools in Alberta" (Lazaruk, 1982). Copies of this dissertation completed at the University of Oregon are available upon request from the Planning and Research Branch, Alberta Education.

INTRODUCTION

The Government of Alberta announced its official Alberta Community School Programme Position in May, 1980. This government endorses the community school concept and is of assistance, on a staged basis, in local implementation and operation of such schools in interested Alberta communities. The Alberta Community School Programme Position is being implemented on an interdepartmental basis. Departmental members include Alberta Advanced Education and Manpower, Alberta Culture, Alberta Education and Alberta Recreation and Parks.

In Document #35 entitled Interdepartmental Community School Committee (IDCSC), Alberta Community School Programme Position, the Alberta Government's definition of a community school is presented and characteristics of a community school are described as follows:

> A Community School is a school where, with the endorsement of the School Board in cooperation with other local authorities and on behalf of the community, there is formal commitment to the use of the educational process for both individual and community betterment. There is also a formal commitment to consciously orient the school to the community it serves. By design, a community school ideally exhibits the following kinds of characteristics:
>
> 1. The basic educational competencies are enhanced by relating these to real life situations in the community in which the school is located. Intense study of the local community becomes a springboard for study of life in other commmunities and the world. Study of the community is an integral aspect of this emphasis. Such study will use available community facilities and resources, and include work and community service planned for educational outcomes.

2. There is an effective involvement of parents and other interested people in helping to develop the curriculum of the school and in helping teachers with the operation of the school through appropriate [voluntary] service.

3. A democratic, collegial philosophy is encouraged by the school board and principal teacher in the administration and functioning of the school. Parents and other interested community people are regarded as allies.

4. The faculty includes teachers working in cooperation with each other and with community adults and students.

5. Although the education of the young is a priority, all members of the community are potential students, including the very young and adults of all ages. Educational activities involving heterogeneous age groupings are not uncommon.

6. Consistent with The Goals of Basic Education for Alberta, the school regards itself as an integral part of the total community education system. The school cooperates with other community organizations and agencies to assist in the delivery of comprehensive educational, recreational, cultural and social services to people in the school attendance area.

7. School facilities may be designed or modified with effective teacher and community input so that the building itself is different from the usual school. Ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

8. The school facility is available for educational, recreational, cultural and social service and other community use on an extended time basis daily and yearly. Such community usage might be scheduled at any time during each operational day.

9. The school, by policy, encourages a constructive study of the problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

10. The school has as an important stated goal the fostering of a sense of community. It assumes that it is important that the people who live in its attendance area know and care about each other (Document #35, 1980, pp. 1-2).

The community school is part of a larger concept of community education which is a process in which people within communities utilize

educational, democratic and sound research methods for both individual and community betterment. Community education is defined in more detail in Appendix A.

Document #35 states that the primary purpose of endorsing the establishment and maintenance of community schools by the Government is to enable people to meet their educational, recreational, cultural, social, health and other needs within their own communities. The Government of Alberta shall provide technical and financial assistance to schools demonstrating commitment in practice and planning to the community school definition cited in the Alberta Community School Programme Position.

NEED FOR STUDY

The Interdepartmental Community School Committee has major responsibility for recommending to the Deputy Ministers of Alberta Advanced Education and Manpower, Alberta Culture, Alberta Education and Alberta Recreation and Parks on the establishment, financing, functioning and modification of intra- and inter-departmental programs and initiatives related to the community school and community education programs and concepts as defined in Document #35. The Interdepartmental Community School Committee shall also carry out community school and community education activities on a coordinated interdepartmental basis. These include an information service, consultation service, inservice education, pre-service education and educational and community school building specifications.

The mandates of the Interdepartmental Community School Committee (IDCSC) include regular monitoring and evaluation of Designated Community Schools (DCSs). The evaluation of DCSs will serve two major roles: it will provide information for decision making and for accountability. In the first role, information will be provided to decision-makers to assist them in developing and improving Designated Community Schools and ensuring their success. Decision-makers include the Alberta Government represented by the Interdepartmental Community School Committee, local school and municipal authorities, and school administrators and staff. In the second role, providing information for accountability can identify for the Alberta public the accomplishments of the Alberta Community School Programme Position (ACSPP). Both local and provincial levels of education have a responsibility for reporting, explaining and justifying the quality of education in schools.

In order to facilitate the monitoring and evaluation functions, a need existed for baseline data which would provide the Interdepartmental Community School Committee with information or a point of reference on which judgments could eventually be made about the relative success of the Alberta Community School Programme Position. In addition, as more communities became interested in community schools, a need existed for a study that would further clarify the community education philosophy for both lay and professional publics. Moreover, a study was needed to provide information on the current state of community school development in Alberta.

STATEMENT OF PROBLEM

To provide this baseline information, the researcher proposed to conduct a comparative study of selected Designated Community Schools and Non-Designated Schools on the basis of these variables:

1. Community Related Curriculum
2. Involvement of Parents
3. Collegiality
4. Everyone a Teacher
5. Everyone a Learner
6. Interagency Cooperation
7. Facility Adaptation
8. Community Use
9. Community Issues
10. Sense of Community

Each of these characteristics is described in Appendix A.

It was intended that the information gathered in this study would better enable the Interdepartmental Community School Committee and member departments of Alberta Advanced Education and Manpower, Alberta Culture, Alberta Education and Alberta Recreation and Parks to:

1. determine whether there will be substantive differences over time between Designated Community Schools and matched Non-Designated Schools;
2. determine the quality of educational programs and services in Alberta Community schools;
3. determine needed modifications to programs and procedures in the Alberta Community School Programme Position.

STUDY QUESTIONS

Essentially, this exploratory study was intended to assist in answering these questions:

1. Are there differences between Designated Community Schools and Non-Designated Schools in the school curriculum?

2. Is there a difference between Designated Community Schools and Non-Designated Schools in the extent of parent and community member involvement?

3. Is there a difference between Designated Community Schools and Non-Designated Schools in the extent of staff, student and community participation in decision making?

4. Is there a difference between Designated Community Schools and Non-Designated Schools in the number and variety of additional programs offered to people of all ages?

5. Is there a difference between Designated Community Schools and Non-Designated Schools in the number of community adults and students who provide or assist with instruction?

6. Is there a difference between Designated Community Schools and Non-Designated Schools in the extent and method in which which cooperation with community agencies is implemented?

7. Is there a difference between Designated Community Schools and Non-Designated Schools in the design and adaptation of school facilities for community use?

8. Is there a difference between Designated Community Schools and Non-Designated Schools in the extent to which school facilities are used by community groups?

9. Is there a difference between Designated Community Schools and Non-Designated Schools in the extent to which problems and issues of significance to the community are studied?

10. Is there a difference between Designated Community Schools and Non-Designated Schools in the attitude of students and teachers toward the community and of the community toward the school?

PROCEDURES

The research study consisted of various steps. A sample of Designated Community Schools in Alberta was selected on the basis of criteria that they had operated as community schools for at least three years and had implemented: (a) a community input or advisory group; (b) educational, recreational, social and cultural programs for children, youth and adults which extended beyond the traditional school day; and (c) at least a half-time leadership position for community education. Further, these community schools were representative of communities involved with community education in Alberta and were representative of the grade levels and size of schools involved in the Alberta Community School Programme Position. Fifteen Designated Community Schools in Alberta met these criteria. Furthermore, these 15 Designated Community Schools were matched with Non-Designated Schools similar to the Designated Community Schools in grade level, size and location. All these schools were asked to participate in the questionnaire portion of this study.

Within each school, respondents selected to complete survey questionnaires included the principal, community school coordinator or persons occupying community school leadership positions where applicable; 20 percent of the teachers (minimum of 10 and a maximum of 20 per school); 5 percent of the parents (minimum of 10 and maximum of 20); 10 community members-at-large who had no children in the specific school; 5 agency representatives; and 20 students in the highest grade in the school (grade 6, grade 9 or grade 12). Survey questionnaires

were returned from 15 Designated Community Schools and from 17 Non-Designated Schools. A total of 1,646 questionnaires were returned out of an expected total of 2,438 for a return rate of 68 percent. A summary of returns by type of questionnaire and type of school is displayed in Table 1 on page 9.

For the on-site visitation portion of the study, four Designated Community Schools and four matched Non-Designated Schools were visited. Structured interviews were conducted with the principal, community school coordinator, five teachers, ten students, five parents, five community members-at-large and two agency representatives in each of these eight schools. A total of 206 people were interviewed in this study out of an anticipated number of 228 people, 91 percent of the number expected. Table 2 on page 10 presents a summary of the number interviewed by subgroup and type of school.

Survey questionnaires and structured interview questionnaires were developed on the basis of the definition and ten characteristics of a community school as outlined in the Alberta Community School Programme Position. Questionnaires and structured interview protocols were developed for the principals, community school coordinators, teachers, students, parents, community members-at-large other than parents and interagency representatives. For illustrative purposes, a copy of the Principal's Questionnaire is included in Appendix B.

The majority of the survey questionnaire items were analyzed by means of the *t* test for correlated means in order to determine whether the differences in means, or average scores, of the paired respondents

Table 1

Number of Questionnaires Received, Mailed and Percent Returned
by Type of Questionnaire and Type of School

	Type of Questionnaires										
	Principal	Teacher	Community Member	Parent	Inter-agency Representative	Grade 6 Student	Grade 9 Student	Grade 12 Student	Community School Coordinator*	Facility Adaptation	Total
All Schools:											
# Received	32	404	156	316	100	234	198	146	27	33	1,646
# Expected	32	579	320	640	160	260	240	160	15	32	2,438
Percent	100	70	49	49	63	90	83	91	100	100	68
Designated Community Schools:											
# Received	15	198	98	142	62	112	93	71	27	17	835
# Expected	15	273	150	300	75	120	120	80	15	15	1,163
Percent	100	73	65	47	83	93	78	89	100	100	72
Non-Designated Community Schools:											
# Received	17	206	58	174	38	122	105	75	-	16	811
# Expected	17	306	170	340	85	140	120	80	-	17	1,275
Percent	100	67	34	51	45	87	88	94		94	64

*This leadership position is available in Designated Community Schools only.

Table 2

Number of People Interviewed by
Subgroup and Type of School

	Principal	Teachers	Students	Community Members	Parents	Inter-agency Representatives	Community School Coordinators*	Total
Designated Community Schools:								
Actual #	4	20	40	16	16	8	4	108
Anticipated #	4	20	40	20	20	8	4	116
Percent	100	100	100	80	80	100	100	93
Non-Designated Community Schools:								
Actual #	4	20	40	12	15	7	-	98
Anticipated #	4	20	40	20	20	8		112
Percent	100	100	100	60	75	88		88

*This leadership position is present in Designated Community Schools only.

of matched Designated Community Schools and Non-Designated Schools were statistically significant. Statistical significance means that the observed phenomenon represents a significant departure from which might be expected by chance alone if the groups were in fact equivalent. The null hypothesis was that there was no difference between the mean ratings of respondents of Designated Community Schools and Non-Designated Schools. A two-tailed non-directional test was applied and a significance level of .05 was accepted a priori as the level at which the null hypothesis would be rejected. In the majority of items of all respondents, the null hypothesis was rejected and the alternative hypothesis that indicated that there was a statistically significant difference between mean scores of respondents of Designated Community Schools and Non-Designated Schools was accepted. Further, correlation coefficients and chi-square tests were other statistical measures applied.

STUDY LIMITATIONS

For the benefit of readers in utilizing and fully understanding the study findings, the following are some of the limitations of the study:

1. The sample was limited to a survey of 15 Designated Community Schools in Alberta and 17 Non-Designated Community Schools in Alberta.

2. The Designated Community Schools selected for the study had formally only adopted the Alberta definition of Community Schools during the 1980-81 school year and historically may have operated with different emphases on the characteristics of a community school.

3. Only the Alberta Government definition of a community school was used in developing and adapting questionnaires and gathering information for this study.

4. There were potential biases in the mail survey responses of Designated Community School respondents who were attempting to meet the expectations of the Alberta Community School Programme Position.

5. Traditional community expectations of and histories of some Designated Community Schools and matched Non-Designated Schools may have resulted in varying responses which may not necessarily relate to the study questions.

6. The researcher assumed that the sampling procedures were conducted in each school according to instructions.

7. Much of the data were derived from respondents' perceptions. The researcher assumed that these perceptions were indicative of the respondents' actual opinions.

PRESENTATION OF FINDINGS

The findings are presented as they relate to each of the study questions. For questionnaire items that correspond to a specific study question, statistical results are presented in tabular form and include mean or average scores, standard deviation scores and *t* values of each response group for Designated Community Schools (DCSs) and Non-Designated Schools (NDSs).

The *t* values indicate whether the obtained differences between mean scores for response groups of matched DCSs and NDSs were statistically significant on the correlated *t* tests. The degrees of freedom were 14 in the cases of principals, teachers and parents; 13 in the case of community members, 8 for grades nine and twelve students; 5 in the case of grade six students and 11 in the case of interagency

representatives. In this study, the .05 level of significance was accepted a priori for rejecting the null hypothesis. The null hypothesis stated that there is no difference between DCSs and NCSs in the specific component under study whereas the alternative hypothesis indicated that there is a difference between DCSs and NDSs in the area under study. A two-tailed, non-directional test was applied throughout this exploratory study.

In reviewing the mean scores on the tables, the reader is requested to note that on the frequency scale, a score of 1 corresponds to "never," 2 to "seldom" (1-2 times per year), 3 to "occasionally" (3-5 times per year), 4 to "often" (5-8 times per year), and 5 to "very often" (9 or more times per year). On the importance scale, 1 refers to "of no importance," 2 to "of limited importance," 3 to "of average importance," 4 to "of considerable importance," and 5 to "of critical importance." The tables will report a mean score of the responses on each item. The maximum score on each item is 5.00. Where items requested a "yes" or "no" response, the maximum score is 1.00.

In addition to a statistical table for each study question, the highlights of responses to each question are presented in narrative form. The narrative also summarizes the mean scores of the Community School Coordinators' Questionnaire and discusses information gathered through the on-site interviews. It should be noted that the community school coordinator is a position available only in Designated Community Schools.

The results of the Facility Adaptation Questionnaire are reported in percents. A chi square test was applied to determine whether the frequencies observed in the two samples differed from each other.

Correlation coefficients which indicate significant relationships between mean responses of subgroups of Designated Community Schools and mean responses of subgroups of Non-Designated Schools are reported. Correlations are also reported where significant relationships exist between response means of subgroups within Designated Community Schools and student enrollment, and years of operation of Designated Community Schools.

Community Related Curriculum

Study Question 1

Are there differences between Designated Community Schools and Non-Designated Schools in the school curriculum?

The statistical results have been summarized and are presented for review in Table 3 on page 15. The reader is encouraged to refer to the table throughout the discussion of findings pertaining to this study question.

The results indicated that a statistically significant difference existed between Designated community Schools (DCSs) and Non-Designated Schools (NDSs) in the school curriculum. The null hypothesis that there is no difference in the school curriculum between DCSs and NDSs was rejected for the majority of items for each response group. That is, principal, teacher, grades nine and twelve student, parent and community

Table 3

Mean Scores, Standard Deviations, and t Values for Responses in Relation to Community Related Curriculum

Items:		Principals								Teachers								Grade Nine and Twelve Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school uses human community resources to enhance the school curriculum.	Designated Community Schools	15	4.73	0.46	5.53***	15	4.60	0.51	7.00**	15	3.20	0.43	6.06***	15	3.62	0.29	4.55***	9	2.39	0.78	3.15*	9	3.23	0.29	4.23**
	Non-Designated Schools	15	3.50	0.87		15	3.43	0.86		15	2.56	0.42		15	3.14	0.49		9	1.78	0.49		9	2.83	0.30	
Students go into the community to use available facilities and resources.	Designated Community Schools	15	4.67	0.62	1.47	15	4.60	0.51	2.66*	15	3.31	0.51	4.20**	15	3.77	0.27	3.59**	9	2.37	0.57	3.65**	9	3.44	0.27	2.06
	Non-Designated Schools	15	4.13	1.06		25	3.83	0.96		15	2.72	0.44		15	3.30	0.51		9	1.93	0.32		9	3.09	0.33	
Students go into the community to provide community service while they learn.	Designated Community Schools	15	3.67	1.23	3.25**	15	3.93	1.03	2.91*	15	2.01	0.38	5.35***	15	3.11	0.36	4.59***	9	1.83	0.42	2.64*	9	2.71	0.33	2.52*
	Non-Designated Schools	15	2.33	0.90		15	2.97	0.67		15	1.54	0.25		15	2.62	0.34		9	1.43	0.25		9	2.38	0.28	
The school emphasizes the study of the local community.	Designated Community Schools	15	4.20	0.78	4.84***	15	4.27	0.79	3.11**	15	2.99	0.51	3.14**	15	3.47	0.50	3.24**	9	1.76	0.28	1.49	9	2.64	0.40	1.38
	Non-Designated Schools	15	2.80	1.08		15	3.23	0.98		15	2.59	0.45		15	3.05	0.43		9	1.58	0.36		9	2.52	0.31	

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

Items:		Grade Six Students								Parents								Community Members							
		Yes/No Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school uses human community resources to enhance the school curriculum.	Designated Community Schools	6	1.04	0.05	-1.55					15	3.75	0.39	5.28***	15	3.71	0.34	2.23*	14	3.79	0.52	3.05**	14	3.58	0.39	1.04
	Non-Designated Schools	6	1.21	0.23						15	2.90	0.47		15	3.47	0.26		14	3.09	0.65		14	3.40	0.50	
Students go into the community to use available facilities and resources.	Designated Community Schools	6	1.10	0.18	-1.08					15	3.79	0.44	3.69**	15	3.81	0.43	1.02	14	3.72	0.79	0.96	14	3.60	0.49	-0.03
	Non-Designated Schools	6	1.23	0.36						15	3.19	0.38		15	3.66	0.30		14	3.42	0.78		14	3.60	0.40	
Students go into the community to provide community service while they learn.	Designated Community Schools	6	1.47	0.25	-2.40					15	3.02	0.63	5.61***	15	3.62	0.44	2.97*	14	3.20	1.01	2.30*	14	3.51	0.59	-0.08
	Non-Designated Schools	6	1.80	0.16						15	2.02	0.60		15	3.13	0.44		14	2.56	0.68		14	3.53	0.65	
The school emphasizes the study of the local community.	Designated Community Schools	6	1.34	0.30	-3.42*					15	3.37	0.51	5.05***	15	3.69	0.36	3.99**	14	3.32	0.52	1.53	14	3.41	0.60	-0.36
	Non-Designated Schools	6	1.75	0.34						15	2.41	0.58		15	3.13	0.48		14	2.97	0.84		14	3.51	0.68	
My class studied communities in the world.	Designated Community Schools	6	1.15	0.17	0.39													14	14.08	2.23	2.22*				
	Non-Designated Schools	6	1.13	0.17														14	12.08	2.28					
I prepared community related projects with my class.	Designated Community Schools	6	1.32	0.26	-2.28																				
	Non-Designated Schools	6	1.66	0.25																					

member responses indicated a significant difference between DCSs and NDSs in the extent to which the school used human community resources to enhance the school curriculum. Mean, or average scores, of all subgroups indicated that DCSs used more human community resources than NDSs. The t values were significant at the .001 level for principals, teachers and parents; at the .01 level for community members; and at the .05 level for grades nine and twelve students. Grade six students also reported that DCSs used human community resources slightly more than NDSs.

Furthermore, the results of this study indicated that students of DCSs went into the community to use available facilities and resources more frequently than did respondents of NDSs. The mean score differences were significant in the case of teachers, grades nine and twelve students and parents. Analyses of responses of principals, grade six students and community members, however, did not reveal a significant difference between DSCs and NDSs in the extent to which students went into the community to use available facilities and resources.

The results also showed a significant difference between DCSs and NDSs in the extent to which students went into the community to provide community service while they learned. Students of DCSs went into the community to provide community service while they learned more frequently than students of NDSs. The t values were significant at the .001 level for teachers and parents; at the .01 level for principals; and at the .05 level for grades nine and twelve students and community members.

The study results further revealed a statistically significant difference between DCSs and NDSs in the extent to which emphasis was placed on the study of the local community. DCSs appeared to stress the study of the local community to a greater extent than NDSs. The mean score differences between DCS and NDS respondents were statistically significant for parents, principals, teachers and grade six students, but not in the case of grades nine and twelve students and community members. Moreover, community school coordinators reported a high mean score for the use of human community resources ($\bar{x}$ = 4.18); students going into the community to use available facilities and resources ($\bar{x}$ = 4.42); students going into the community to provide community service ($\bar{x}$ = 3.58) and for the school emphasizing the study of the local community ($\bar{x}$ = 3.92).

In terms of overall importance, the study demonstrated that respondents of DCSs assigned greater importance to a community related curriculum than did respondents of NDSs.

Interview findings appeared to confirm the results of the survey questionnaires. Principals and teachers of Designated Community Schools reported using field trips and guest speakers more frequently than did principals and teachers of Non-Designated Schools. Similarly, interview results pointed out that DCSs spent more time studying the local community. Students also related a greater number of field trips and special projects in the community in DCSs.

In summary, survey results of principals, teachers, students, parents and community members and interview results of principals,

teachers and students in this study revealed that Designated Community Schools and Non-Designated Schools differed in the school curriculum. DCSs offered a more extensive community related curriculum, particularly in the greater use of human and physical resources, provision of community service and study of the local community.

Figure 1 on page 54 represents the mean scores of the various response groups on the question of a community related curriculum.

Involvement of Parents and Community Members

Study Question 2

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent of parent and community involvement?

The statistical results for this question in terms of mean and standard deviation scores and t values have been summarized and are presented for review in Table 4 on page 19.

The results revealed a statistically significant difference between DCSs and NDSs on various aspects of parent and community involvement. Principals, teachers and parents related that DCSs involved parents to a greater extent in providing advice on the school curriculum. The mean score differences for principals were significant at the .001 level; for teachers and parents at the .01 level, and for community members at the .05 level.

In terms of involving parents in helping teachers through voluntary service, a statistically significant difference between DCSs and

Mean Scores, Standard Deviations, and t Values for Responses in Relation to Community Member Involvement

Items:		Principals								Teachers								Grade Nine and Twelve Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school involves parents in providing advice on the school curriculum.	Designated Community Schools	14	3.36	1.01	4.28**	14	3.86	0.66	4.71***	15	2.17	0.46	4.02**	15	2.93	0.44	2.68*								
	Non-Designated Schools	14	2.29	0.64		14	2.79	0.96		15	1.72	0.32		15	2.45	0.47									
The school involves parents in helping teachers through voluntary service.	Designated Community Schools	15	4.13	1.06	1.18	15	4.07	0.88	3.52**	15	2.74	0.92	1.42	15	3.38	0.50	2.38*	9	1.86	0.45	1.15	9	2.48	0.63	1.32
	Non-Designated Schools	15	3.80	0.96		15	3.47	0.94		15	2.57	0.83		15	3.07	0.60		9	1.64	0.35		9	2.19	0.19	
The school involves community members other than parents in providing advice on the school curriculum.	Designated Community Schools	15	2.93	1.03	2.77*	15	3.27	1.28	1.65	15	2.13	0.41	6.34***	15	2.78	0.42	3.55**								
	Non-Designated Schools	15	1.90	0.93		15	2.50	0.98		15	1.50	0.19		15	2.22	0.40									
The school involves community members other than parents in helping teachers through voluntary service.	Designated Community Schools	15	3.80	1.15	2.75*	15	4.13	0.92	3.14**	15	2.34	0.44	5.69***	15	3.10	0.39	5.36***	9	2.58	0.64	3.31*	9	2.80	0.51	2.35*
	Non-Designated Schools	15	2.50	1.09		15	2.90	0.97		15	1.92	0.37		15	2.59	0.41		9	1.97	0.24		9	2.32	0.24	
My parents come to visit the school.	Designated Community Schools																	9	2.18	0.41	0.11	9	2.97	0.52	0.37
	Non-Designated Schools																	9	2.16	0.26		9	2.89	0.27	

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

Items:		Grade Six Students								Parents								Community Members							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school involves parents in providing advice on the school curriculum.	Designated Community Schools									15	3.27	0.75	3.22**	15	3.82	0.47	2.35*	14	3.22	0.57	2.25*	14	3.79	0.40	1.49
	Non-Designated Schools									15	2.52	0.44		15	3.56	0.32		14	2.62	0.90		14	3.46	0.60	
The school involves parents in helping teachers through voluntary service.	Designated Community Schools	6	1.39	0.14	-0.92					15	3.76	0.85	1.98	15	3.68	0.60	0.53	14	3.71	0.83	2.03	14	3.64	0.64	0.98
	Non-Designated Schools	6	1.49	0.29						15	3.26	0.92		15	3.61	0.33		14	3.14	0.71		14	3.41	0.57	
The school involves community members other than parents in providing advice on the school curriculum.	Designated Community Schools									15	3.05	0.55	4.03**	15	3.28	0.37	2.80*	14	2.96	0.57	2.67*	14	3.13	0.49	0.63
	Non-Designated Schools									15	2.11	0.59		15	2.94	0.39		14	2.47	0.50		14	3.01	0.55	
The school involves community members other than parents in helping teachers through voluntary service.	Designated Community Schools									15	3.22	0.52	6.15***	15	3.24	0.50	3.74**	14	3.12	0.71	1.90	14	3.11	0.53	0.73
	Non-Designated Schools									15	2.20	0.38		15	2.80	0.25		14	2.59	0.66		14	2.94	0.55	
My parents come to visit the school.	Designated Community Schools	6	1.10	0.09	0.48					15	13.34	2.04	4.72***												
	Non-Designated Schools	6	1.07	0.12						15	9.90	2.02													

NDSs was not found on the frequency scale. Principals, teachers, grades six, nine and twelve students, parents and community members all indicated that both DCSs and NDSs involved parents in helping teachers through voluntary service to a similar extent.

A statistically significant difference between DCSs and NDSs did appear in the extent to which community members other than parents were involved in providing advice on the school curriculum. DCSs were shown to involve community members other than parents in curricular advice more extensively than NDSs. The mean score differences were significant at the .001 level for teachers; significant at the .01 level for parents; and significant at the .05 level for principals and community members.

Furthermore, results demonstrated that DCSs involved community members other than parents in helping teachers through voluntary service more extensively than NDSs. The mean score differences on this item were significant at the .001 level for teachers and parents, and at the .05 level for principals and for grades nine and twelve students. On the other hand, community members seemed to perceive that both DCSs and NDSs involved community members other than parents in helping teachers through voluntary service to a similar extent. Moreover, community school coordinators reported that DCSs: (1) involved parents in providing advice on the school curriculum "occasionally" ($\bar{x}$ = 2.92); (2) involved parents as volunteers between "often" and "very often" ($\bar{x}$ = 4.67); (3) involved community members on curricular advice less than

"occasionally" ($\bar{x}$ = 2.58); and (4) involved community members as volunteers "often" ($\bar{x}$ = 3.92).

In terms of overall importance, respondents from DCSs generally assigned more importance to the involvement of parents and community members than did respondents of NDSs.

The interviews similarly indicated that DCSs involved parents and community members more extensively as classroom volunteers, resource persons in classes, advisory committee members, field trip and extra-curricular activity supervisors, and afternoon and evening program participants.

In review, a significant difference existed between DCSs and NDSs in the extent to which parents and community members were involved in providing advice on the school curriculum with DCSs involving parents and community members more in this regard. A significant difference, however, between DCSs and NDSs did not appear to exist in the extent to which parents were involved in helping teachers through voluntary service. DCSs and NDSs seemed to involve parents as volunteers to a similar extent. At the same time, results indicated that DSCs involved community members as volunteers to a greater extent than did NDSs.

Figure 2 on page 54 represents the mean scores of the various groups on the question of parent and community member involvement.

Collegiality

Study Question 3

Is there a difference between Designated Community Schools and Non-Designated Schools in the extent of staff, student and community participation in decision making?

The statistical results related to this question are summarized and presented in Table 5 on page 23.

Examination of results did not reveal a significant difference between DCSs and NDSs in the extent to which school boards encouraged teacher participation in school district decision making. The mean differences were statistically significant on this item only in the case of parents who perceived that teachers of DCSs were more involved in school district decision making than were teachers of NDSs. Similarly, all response groups with the exception of principals, did not perceive a significant difference between DCSs and NDSs in the extent to which school administrations encouraged teacher participation in school decision making. Analyses of principal results indicated that school administrations of DCSs encouraged teacher participation in school decision making more extensively. Grades six, nine and twelve students reported that teachers of both DCSs and NDSs asked them for ideas on how the school could be better to a similar extent.

The results to Study Question 2 on pages 18 to 21 demonstrated that parents and community members of DCSs were more extensively involved in providing advice on school curriculum. In addition, community school coordinators reported that the school board encouraged

Table 5

Mean Scores, Standard Deviations, and t Values for Responses in Relation to Staff and Student Participation in Decision Making

Items:		Principals								Teachers							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school board encourages teacher participation in school district decision making.	Designated Community Schools	14	3.79	1.19	0.72	14	4.14	1.17	0.64	15	2.55	0.55	0.80	15	4.00	0.29	2.12
	Non-Designated Schools	14	3.43	1.11		14	3.82	1.10		15	2.41	0.45		15	3.86	0.31	
The administration of this school encourages teacher participation in school decision making.	Designated Community Schools	15	4.93	0.26	2.20*	15	4.87	0.35	1.87	15	4.12	0.65	0.36	15	4.50	0.32	0.82
	Non-Designated Schools	15	4.63	0.48		15	4.67	0.49		15	4.07	0.38		15	4.42	0.27	
The teacher asks(s) for ideas on how the school could be better.	Designated Community Schools																
	Non-Designated Schools																

Items:		Grade Nine and Twelve Students								Grade Six Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school board encourages teacher participation in school district decision making.	Designated Community Schools																
	Non-Designated Schools																
The administration of this school encourages teacher participation in school decision making.	Designated Community Schools																
	Non-Designated Schools																
The teacher asks(s) for ideas on how the school could be better.	Designated Community Schools	9	2.91	0.63	1.62	9	3.91	0.43	1.33	6	1.38	0.32	0.28				
	Non-Designated Schools	9	2.56	0.45		9	3.68	0.25		6	1.33	0.21					

Items:		Parents								Community Members							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school board encourages teacher participation in school district decision making.	Designated Community Schools	15	3.20	0.54	2.44*	15	3.96	0.41	1.26	14	3.01	0.72	0.34	14	3.75	0.55	0.54
	Non-Designated Schools	15	2.66	0.52		15	3.79	0.34		14	2.93	0.66		14	3.63	0.59	
The administration of this school encourages teacher participation in school decision making.	Designated Community Schools	15	4.17	0.47	1.52	15	4.34	0.32	0.66	14	3.81	0.60	0.08	14	4.12	0.30	-0.09
	Non-Designated Schools	15	3.87	0.53		15	4.27	0.25		14	3.78	0.85		14	4.13	0.45	
The teacher asks(s) for ideas on how the school could be better.	Designated Community Schools																
	Non-Designated Schools																

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

teacher participation in school district decision making less than "occasionally" ($\bar{x}$ = 2.67) but that school administrations encouraged teacher participation in school decision making "very often" ($\bar{x}$ = 4.83).

Information gathered through the interviews indicated that DCSs used parent advisory groups, community surveys and newsletters more extensively. Both types of schools appeared to use staff meetings as the primary vehicle for teacher participation in decision making and used student advisory groups to some extent.

Essentially, in terms of staff, student and community participation in decision making, DCSs and NDSs seemed to differ significantly only in the extent of parent and community member involvement in providing advice on school curriculum. DCSs involved parents and community members more extensively. Little difference appeared to exist between DCSs and NDSs in terms of teacher and student participation in decision making.

Figure 3 in the summary on page 54 represents the mean scores of the various response groups on the question of teacher participation in school-related decision making.

Programs for People of All Ages

Study Question 4

Is there a difference between Designated Community Schools and Non-Designated Schools in the number and variety of programs offered to people of all ages?

The statistical results related to this question are summarized and presented in Table 6 on page 26.

A statistically significant difference was found in the results of respondents of DCSs and NDSs. Principals, teachers, grades six, nine and twelve students, parents and community members all reported a greater number of educational activities involving people of all ages in DCSs. Grades six, nine and twelve students, however, did not indicate a substantive difference in the extent to which these students participated in educational activities with people of all ages. Also, respondents of DCSs assigned more importance to educational activities for people of all ages than did respondents of NDSs. Community school coordinators, as well, indicated that DCSs offered educational activities involving people of all ages "very often." All community school coordinators gave this item a rating of 5.00.

Interview results, as well, revealed that DCSs offered more educational (e.g., adult credit programs), recreational, cultural and social programs for adults, and a variety of social activities, clubs and general interest courses involving people of all ages.

In essence, a statistically significant difference existed between DCSs and NDSs in the number and variety of programs offered to people of all ages. In this study, DCSs offered a greater number and variety of programs to people of all ages.

Figure 4 on page 54 depicts the mean scores of each response group on the question of programs offered to people of all ages.

Table 6

Mean Scores, Standard Deviations, and t Values of Responses on the Number and Variety of Programs Offered to People of All Ages

Items:		Principals								Teachers							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school provides educational activities involving people of all ages.	Designated Community Schools	15	4.67	0.62	6.96***	15	4.67	0.62	6.55***	15	4.40	0.31	12.96***	15	4.31	0.29	8.48***
	Non-Designated Schools	15	2.53	0.99		15	2.63	0.90		15	2.47	0.50		15	3.02	0.51	
I participate in educational activities in my school with people of all ages.	Designated Community Schools																
	Non-Designated Schools																

Items:		Grade Nine and Twelve Students								Grade Six Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school provides educational activities involving people of all ages.	Designated Community Schools	9	4.18	0.51	3.88**	9	3.95	0.44	1.73	6	1.07	0.06	-2.76*				
	Non-Designated Schools	9	3.37	0.38		9	3.60	0.28		6	1.35	0.26					
I participate in educational activities in my school with people of all ages.	Designated Community Schools	9	2.97	0.59	1.99	9	3.27	0.44	1.57	6	1.09	0.08	-0.32				
	Non-Designated Schools	9	2.56	0.49		9	2.99	0.29		6	1.11	0.08					

Items:		Parents								Community Members							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school provides educational activities involving people of all ages.	Designated Community Schools	15	4.18	0.50	5.76***	15	4.24	0.44	4.02**	14	4.06	0.47	5.02***	14	4.04	0.46	3.14**
	Non-Designated Schools	15	2.63	0.87		15	3.53	0.42		14	2.52	0.93		14	3.50	0.44	
I participate in educational activities in my school with people of all ages.	Designated Community Schools																
	Non-Designated Schools																

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

Adults and Students as Resource Personnel

Study Question 5

Is there a difference between Designated Community Schools and Non-Designated Schools in the extent to which community adults and students provide or assist with instruction?

The statistical results for each response group have been summarized and presented for review in Table 7 on page 28.

The results indicated that a statistically significant difference existed between DCSs and NDSs in the extent to which community adults and students provided or assisted with instruction. The mean score differences for principals, teachers and parents revealed that DCSs included community adults as resource personnel to a greater extent. Community members, however, did not perceive a substantive difference between DCSs and NDSs in the use of community adults as resource personnel.

Similarly, results indicated a statistically significant difference between DCSs and NDSs in the extent to which students were used as resource personnel. DCSs appeared to use students more frequently as resource personnel than did NDSs. The results were significant at the .001 level for teachers, and at the .05 level for principals and parents. Responses of students and community members did not indicate a statistically significant difference in the use of students as resource personnel in DCSs and NDSs. In addition, community school coordinators reported that DCSs used community adults ($\bar{x}$ = 4.25) and students ($\bar{x}$ = 3.92) as resource personnel "often." Moreover, principal and teacher

Table 7

Mean Scores, Standard Deviations, and t Values on Responses Related to Adults and Students as Resource Personnel

Items:		Principals								Teachers								Grade Nine and Twelve Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school staff includes community adults as resource personnel.	Designated Community Schools	15	4.40	0.83	5.57***	15	4.13	0.74	4.00**	15	3.79	0.47	8.88***	15	3.82	0.33	6.06***								
	Non-Designated Schools	15	2.60	1.20		15	2.97	1.20		15	2.58	0.52		15	3.08	0.40									
The school staff includes students as resource personnel.	Designated Community Schools	14	3.86	0.66	2.38*	14	3.86	0.77	2.39*	15	3.03	0.50	5.94***	15	3.41	0.40	5.47***								
	Non-Designated Schools	14	2.86	1.29		14	2.82	1.03		15	2.07	0.46		15	2.68	0.35									
I help students in my class with their learning.	Designated Community Schools																	9	3.07	0.32	-0.61	9	3.49	0.32	0.81
	Non-Designated Schools																	9	3.18	0.35		9	3.39	0.24	
I help students in other classes with their learning.	Designated Community Schools																	9	2.53	0.40	0.29	9	3.10	0.48	0.80
	Non-Designated Schools																	9	2.48	0.40		9	2.96	0.29	

Items:		Grade Six Students								Parents								Community Members							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school staff includes community adults as resource personnel.	Designated Community Schools									15	3.39	0.53	3.95**	15	3.62	0.42	1.14	14	3.45	0.63	2.01	14	3.45	0.55	0.71
	Non-Designated Schools									15	2.68	0.48		15	3.43	0.43		14	2.83	1.01		14	3.23	0.68	
The school staff includes students as resource personnel.	Designated Community Schools									15	3.21	0.42	2.27*	15	3.48	0.43	0.14	14	3.21	0.89	1.08	14	3.52	0.51	0.51
	Non-Designated Schools									15	2.79	0.50		15	3.46	0.35		14	2.88	0.82		14	3.41	0.48	
I help students in my class with their learning.	Designated Community Schools	6	1.15	0.12	-0.63																				
	Non-Designated Schools	6	1.22	0.26																					
I help students in other classes with their learning.	Designated Community Schools	6	1.27	0.14	-1.31																				
	Non-Designated Schools	6	1.40	0.22																					

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

respondents of DCSs attached more importance to the use of community adults and students as resource personnel.

Interview results also indicated that DCSs used community adults and students as resource persons to a greater extent than NDSs. For example, parents and community members were used as guest speakers to provide their expertise on specific areas in the curriculum, and students were involved in such activities as across age tutoring and coaching.

Figure 5 on page 55 represents the mean scores of the response groups on the use of community adults and students as resource personnel.

Interagency Cooperation

Study Question 6

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent and method in which cooperation with community agencies is implemented?

The statistical results for each response group have been summarized and presented for review in Table 8 on page 30.

The results revealed a statistically significant difference between DCSs and NDSs in the extent and method in which cooperation with community agencies was implemented. It appeared that DCSs cooperated with community agencies to a greater extent than did NDSs.

Results revealed that DCSs cooperated with other community organizations and agencies to a greater extent than NDSs in the

Mean Scores, Standard Deviations, and t Values on Responses Related to Interagency Cooperation

Items:		Principals								Teachers								Grade Nine and Twelve Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school cooperates with other community organizations and agencies to provide comprehensive educational, recreational, cultural and social services in the school attendance area.	Designated Community Schools	15	5.00	0.00	4.12**	15	4.67	0.62	3.14**	15	4.36	0.30	8.13***	15	4.45	0.26	6.04***	9	3.73	0.64	3.82**	9	3.60	0.47	3.35*
	Non-Designated Schools	15	3.97	0.97		15	3.83	0.84		15	3.20	0.56		15	3.56	0.46		9	2.79	0.27		9	3.03	0.39	
The school participates in community improvement projects.	Designated Community Schools	9	3.33	0.87	4.50***	9	3.89	1.17	2.12	15	3.16	0.50	5.58***	15	3.74	0.29	5.06***								
	Non-Designated Schools	9	1.83	0.71		9	2.89	0.78		15	2.22	0.41		15	2.99	0.50									

Items:		Grade Six Students								Parents								Community Members							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school cooperates with other community organizations and agencies to provide comprehensive educational, recreational, cultural and social services in the school attendance area.	Designated Community Schools	6	1.03	0.04	-1.39					15	4.13	0.38	4.37**	15	4.14	0.43	1.54	14	3.91	0.70	2.62*	14	4.06	0.43	1.67
	Non-Designated Schools	6	1.09	0.09						15	3.32	0.61		15	3.90	0.41		14	3.24	0.57		14	3.67	0.66	
The school participates in community improvement projects.	Designated Community Schools									15	3.11	0.61	3.90**	15	3.81	0.41	4.42**	14	3.14	0.96	2.10	14	3.51	0.52	0.34
	Non-Designated Schools									15	2.27	0.48		15	3.31	0.31		14	2.31	0.76		14	3.42	0.63	

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

provision of comprehensive educational, recreational, cultural and social services in the school attendance area. Mean score differences were significant at the .001 level for teachers; at the .01 level for principals, grades nine and twelve students, and parents; and at the .05 level for community members. DCS respondents also considered inter-agency cooperation to be more important than did respondents of NDSs.

In addition, results demonstrated that DCSs were more extensively involved in community improvement projects. The mean score differences were statistically significant at the .001 level for principals and teachers and at the .01 level for parents. Community members' responses did not indicate a statistically significant difference in the extent to which DCSs and NDSs participated in community improvement projects. Further, community school coordinators indicated that DCSs cooperated "very often" with community organizations and agencies ($\bar{x}$ = 4.83) and participated "often" in community improvement projects ($\bar{x}$ = 3.80).

Interagency representatives also reported a significant difference between DCSs and NDSs in the extent and method in which interagency cooperation was implemented. A summary of these results is presented in Table 9 on page 32. DCSs met more frequently with agencies/ organizations to discuss new developments in the community. Likewise, agencies associated with DCSs sponsored activities in the school program more often, felt more informed about new developments in the school, and reported that DCSs referred community residents to their agencies more often. Agencies associated with DCSs also referred residents to activities offered by the school more frequently.

Table 9

Mean Scores, Standard Deviations and t Values on Interagency Questionnaire

	Frequency Scale (1-5)				Importance Scale (1-5)			
	N	$\bar{x}$	SD	t Values	N	$\bar{x}$	SD	t Values
The school administration meets periodically with my agency/ organization to discuss new developments in the community.	12	3.57	0.60	3.33**	12	3.88	0.51	2.89*
	12	2.46	1.04		12	3.07	0.90	
My agency/organization has sponsored an activity in the school program.	11	3.45	0.53	4.39**	11	3.71	0.41	1.69
	11	2.33	0.71		11	3.11	1.01	
School personnel let my agency/ organization know about new developments in the school.	12	4.04	0.51	3.49**	12	4.14	0.50	3.94**
	12	2.88	1.09		12	3.15	0.87	
My agency/organization has asked the school for help with services we provide.	12	3.67	0.53	0.07	12	3.89	0.32	-0.43
	12	3.65	1.04		12	3.97	0.60	
My agency/organization utilizes school facilities whenever needed.	12	3.84	0.51	0.97	11	3.89	0.47	0.49
	12	3.49	1.13		11	3.74	1.09	
Community residents have been referred to my agency/ organization by the school.	12	3.80	0.58	2.22*	12	4.15	0.41	1.78
	12	3.20	0.83		12	3.70	0.69	
This school offers activities which involve people of all ages.	11	4.59	0.43	3.65**	11	4.39	0.37	3.71**
	11	3.08	1.28		11	3.35	0.80	
This school and my agency/ organization have jointly pursued a project.	12	3.21	0.58	1.39	12	3.86	0.35	1.61
	12	2.66	1.35		12	3.45	0.89	
My agency/organization has referred residents to an activity offered by the school.	12	3.42	0.50	2.42*	12	3.58	0.36	1.20
	12	2.51	1.13		12	3.30	0.84	
The school has assisted my agency/organization when we have asked for help.	11	3.84	0.59	0.65	11	4.13	0.53	0.70
	11	3.68	0.43		11	3.93	0.70	
The services of my agency/ organization are duplicated by the school program.	12	1.85	0.14	-0.92	12	5.89	0.75	2.52*
	12	2.05	0.08		12	2.64	1.32	
There is effective communication between the school and my agency/ organization.	12	1.09	0.17	-0.61	12	4.68	0.25	2.23*
	12	1.13	0.23		12	4.22	0.65	

Agency representatives, however, did not report a significant difference between DCSs and NDSs in the extent to which agencies used school facilities and in the extent to which these schools assisted agencies when asked for help. DCSs and NDSs were rated at a similar level in helping to avoid duplication of services, accomplishing agreed upon tasks, and responding to community needs. Nevertheless, DCSs were considered to be more effective in providing need assessment data, distributing program information, and helping to explore new areas of cooperative involvement.

Information gathered through the interviews also indicated that DCSs cooperated more extensively with community agencies and organizations than NDSs through such activities as advisory councils, joint planning, interagency communications, sharing of personnel, and sharing of financial and physical resources.

Basically, survey results and interview data revealed a significant difference between DCSs and NDSs in the extent and method in which cooperation with community agencies was implemented. DCSs cooperated more extensively with agencies and used a greater variety of methods of cooperation.

Figure 6 on page 55 represents the mean scores of the various response groups on the extent of intergency cooperation.

Facility Adaptation

Study Question 7

Is there a difference between Designated Community Schools and Non-Designated Schools in the design and adaptation of school facilities for community use?

The statistical results for this question have been summarized and presented for review in Table 10 on page 35.

Questionnaire results revealed that a statistically significant difference between DCSs and NDSs did not exist in the design of school facilities for community use but did exist in the adaptation of school facilities for community use.

Of the Designated Community Schools, nine principals reported that their schools contained design features to facilitate community use as compared to three of the principals of Non-Designated Schools. There was no statistically significant difference on the chi-square test.

Of the principals of Designated Community Schools who responded that their schools included design features to facilitate community use, 41.2 percent indicated that their schools included a multi-use area; 47.1 percent indicated that their schools contained a kitchen; 41.2 percent reported offices for community services; none included a senior citizens' centre; 29.4 percent contained a community room; 5.9 percent contained a swimming pool; and 23.5 percent contained a community library.

Of the Non-Designated Schools that contained design features for community use, 18.8 percent contained a multi-use area; 18.8 percent

Table 10

Number and Percentage of Designated Community Schools and Non-Designated Schools with Specific Design Features and Modifications for Community Use

Type of Design Feature	Designated Community Schools		Non-Designated Schools	
	Number	Percent	Number	Percent
Multi-use area	7	41.2	3	18.8
Kitchen	8	47.1	3	18.8
Offices for community services	7	41.2	0	0.0
Senior citizen's center	0	0.0	0	0.0
Community room	5	29.4	0	0.0
Swimming pool	1	5.9	0	0.0

Type of Modification	Designated Community Schools		Non-Designated Schools	
	Number	Percent	Number	Percent
Multi-use area	2	11.8	0	0.0
Kitchen	3	17.6	0	0.0
Offices for community services	3	17.6	0	0.0
Senior citizens' center	0	0.0	0	0.0
Community room	3	17.6	0	0.0
Swimming pool	0	0.0	0	0.0
Library	1	5.9	1	6.3

contained a kitchen; none contained offices for community services; none contained a senior citizens' centre; none included a community room; none contained a swimming pool; and none included a community library.

In terms of school facility modifications or adaptations to facilitate community use, ten of the principals of DCSs reported that modifications or adaptations for community use were made in their schools; whereas, only one of the principals of NDSs reported modifications or adaptations for community use. This difference was significant at the .01 level on the chi-square test.

Of the Designated Community Schools that reported school facility modifications or adaptations to facilitate community use, 11.8 percent included a multi-use area; 17.6 percent identified kitchen; 17.6 percent included offices for community services; none included a senior citizens' centre; 17.6 percent included a community room; none included a swimming pool; and 5.9 percent included a community library.

In terms of teacher involvement in facility modification, 57 percent of the principals of Designated Community Schools reported teacher involvement in planning facilitation adaptations as compared to 7.1 percent of the principals of Non-Designated Schools who reported teacher involvement in facility adaptation.

In reference to community member involvement, 61.5 percent of the principals of Designated Community Schools reported community involvement in school facility adaptation as opposed to none of the principals of Non-Designated Schools.

Interview results, as well, indicated that DCSs included more modifications or adaptations in the school facility to enhance community use through the addition of kitchens, a community library and a community room. DCSs also included a few more design features to foster community use through such features as kitchens.

In summary, only a slight difference appeared to exist between DCSs and NDSs in the extent to which design features were included to facilitate community use. DCSs reported a few more design features such as multi-use areas, kitchens, offices for community services, a swimming pool and a community library. A statistically significant difference, however, existed between DCSs and NDSs in modifications or adaptations of the school facility for community use. DCSs reported more modifications and adaptations through such features as multi-use areas, kitchens, offices for community services, community rooms and community libraries.

Community Use

Study Question 8

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent to which school facilities are used by community groups?

The statistical results for this question have been summarized and are presented for review in Table 11 on page 38.

The survey results revealed a statistically significant difference between DCSs and NDSs in the extent to which the school facility was

Table 11

Mean Scores, Standard Deviations, and t Values on Responses Related to Community Use

Items:		Principals								Teachers							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school facility is available for community use on an extended time basis daily and yearly.	Designated Community Schools	15	1.00	.00	-1.87	15	4.86	0.35	4.97***	15	1.00	0.01	-2.88*	15	4.42	0.28	8.22***
	Non-Designated Schools	15	1.20	0.41		15	3.43	0.98		15	1.11	0.14		15	3.58	0.37	
Other people, besides teachers and students, use our school.	Designated Community Schools																
	Non-Designated Schools																

Items:		Grade Nine and Twelve Students								Grade Six Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school facility is available for community use on an extended time basis daily and yearly.	Designated Community Schools																
	Non-Designated Schools																
Other people, besides teachers and students, use our school.	Designated Community Schools	9	4.37	0.56	2.89*	9	3.54	0.57	3.70**	6	1.02	0.03	-1.84				
	Non-Designated Schools	9	3.51	0.59		9	2.73	0.39		6	1.12	0.13					

Items:		Parents								Community Members							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school facility is available for community use on an extended time basis daily and yearly.	Designated Community Schools	15	1.03	.06	-3.39**	15	4.27	0.46	1.77	14	1.04	0.08	-3.41**	13	4.08	0.34	0.53
	Non-Designated Schools	15	1.20	.14		15	3.96	0.35		14	1.24	0.23		13	3.97	0.66	
Other people, besides teachers and students, use our school.	Designated Community Schools																
	Non-Designated Schools																

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

made available for community use on an extended time basis daily and yearly. DCSs were reported to be available more often. The results were significant at the .01 level for parents and community members and at the .05 level for teachers, and for grades nine and twelve students. Principals and grade six students on the contrary did not perceive a significant difference between DCSs and NDSs in the extent to which the school facilities were used by community groups. Moreover, community school coordinators all reported that DCSs were available for community use on an extended time basis daily and yearly.

In terms of overall importance, principals, teachers and grades nine and twelve students of DCSs attached more importance to the community use of the school facility than did the same respondents of NDSs. Parents and community members of both DCSs and NDSs assigned a similar degree of importance to the community use of the school facility.

Interview results also indicated that DCSs appeared to be used more extensively than NDSs. In addition to evening use, many DCSs were available on weekends, during holidays, during the summer and all year round.

In sum, a difference existed between DCSs and NDSs in the extent to which school facilities were used by community groups. DCSs were made available to a greater extent on an extended time basis daily and yearly.

Community Issues

Study Question 9

Is there a difference between Designated Community Schools and Non-Designated Schools in the extent to which problems and issues of significance to the community are studied?

The statistical results for this question have been summarized and are presented in Table 12 on page 41.

The results revealed a statistically significant difference between DCSs and NDSs in the extent to which problems and issues of significance to the community were studied. DCSs seemed to study problems and issues of significance to the community more often than NDSs. The mean score differences were significant at the .01 level for parents and at the .05 level for principals, teachers and community members. Grades nine and twelve students did not perceive a significant difference in the extent to which DCSs and NDSs studied problems and issues of significance to the community. Community school coordinators, as well, reported that DCSs encouraged a study of problems and issues of importance to the community in the school curriculum between "occasionally" and "often" ($\bar{x} = 3.56$).

In terms of overall importance, principals and teachers of DCSs assigned more importance to the study of local problems and issues than their counterparts in NDSs. The importance ratings, however, were similar for grades nine and twelve students, parents and community members.

Table 12

Mean Scores, Standard Deviations, and t Values Related to Responses of Community Issues

Items:		Principals								Teachers								Grade Nine and Twelve Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school encourages a study of problems and issues of importance to the community in the school curriculum.	Designated Community Schools	15	3.60	0.83	2.25*	15	4.07	0.88	2.51*	15	2.78	0.49	2.58*	15	3.36	0.38	2.71*	9	2.31	0.33	-1.45	9	3.10	0.34	-0.28
	Non-Designated Schools	15	2.77	1.02		15	3.17	0.99		15	2.26	0.43		15	2.96	0.36		9	2.51	0.51		9	3.11	0.37	

Items:		Parents								Community Members							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school encourages a study of problems and issues of importance to the community in the school curriculum.	Designated Community Schools	15	3.22	0.50	3.98**	15	3.74	0.46	1.66	14	3.13	0.55	2.56*	14	3.66	0.43	1.26
	Non-Designated Schools	15	2.41	0.49		15	3.46	0.32		14	2.60	0.70		14	3.39	0.67	

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

Information gathered through interviews also indicated that DCSs studied local problems and issues of significance more extensively than NDSs through public forums, meetings, the social studies program, special learning units and special projects. Basic needs (social and health skills), sexual awareness, crime and the adolescent, nutrition, environment and government were examples of problems and issues studied.

In summary, a significant difference between DCSs and NDSs was revealed in the extent to which problems and issues of importance to the community were studied. DCSs studied local problems and issues to a greater extent.

Figure 7 on page 55 depicts the mean scores of each response group on the question of community issues.

Sense of Community

Study Question 10

> Is there a difference between Designated Community Schools and Non-Designated Schools in the attitude of students and teachers toward the community and of the community toward the school?

The statistical results for this question have been summarized and are presented in Table 13 on page 43.

The results indicated that a statistically significant difference existed between DCSs and NDSs in the extent to which the schools organized activities to foster cooperative relations with the community. DCSs organized more activities to foster cooperative

Table 13

Mean Scores, Standard Deviations, and t Values Related to Responses on the Sense of Community

Items:		Principals								Teachers							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school organizes activities to foster cooperative relations with the community.	Designated Community Schools	15	3.93	0.70	1.67	15	4.20	0.94	1.38	15	4.02	0.44	10.93***	15	4.14	0.30	5.51***
	Non-Designated Schools	15	3.23	1.15		15	3.53	1.19		15	2.98	0.42		15	3.52	0.40	
The school makes community members feel welcome at the school.	Designated Community Schools	15	max: 1.00	1.00 0.00	0.00	15	4.87	0.35	3.16*	15	1.00	0.03	-1.79	15	4.50	0.27	4.72***
	Non-Designated Schools	15	1.00	0.00		15	4.20	0.78		15	1.04	0.06		15	4.08	0.33	
The present school program has resulted in effective communication between the community and the school.	Designated Community Schools	15	1.00	0.00	-2.12*	14	4.57	0.51	1.92	15	1.07	0.11	-1.84	15	4.43	0.19	4.79***
	Non-Designated Schools	15	1.21	0.38		14	4.04	0.80		15	1.18	0.19		15	3.93	0.43	
My parents come to visit the school.	Designated Community Schools																
	Non-Designated Schools																

Items:		Grade Nine and Twelve Students								Grade Six Students							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school organizes activities to foster cooperative relations with the community.	Designated Community Schools	9	3.34	0.76	4.13**	9	3.46	0.56	2.99**								
	Non-Designated Schools	9	2.20	0.33		9	2.94	0.33									
The school makes community members feel welcome at the school.	Designated Community Schools																
	Non-Designated Schools																
The present school program has resulted in effective communication between the community and the school.	Designated Community Schools	9	2.18	0.41	0.11	9	2.97	0.52	0.37								
	Non-Designated Schools	9	2.16	0.26		9	2.89	0.27									
My parents come to visit the school.	Designated Community Schools									6	1.10	0.09	0.48				
	Non-Designated Schools									6	1.07	0.12					

Items:		Parents								Community Members							
		Frequency Scale (1-5)				Importance Scale (1-5)				Frequency Scale (1-5)				Importance Scale (1-5)			
		N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value	N	$\bar{x}$	SD	t Value
The school organizes activities to foster cooperative relations with the community.	Designated Community Schools	15	3.65	0.47	6.23***	15	3.91	0.39	3.40**	14	3.42	0.60	3.33**	14	3.59	0.43	-1.36
	Non-Designated Schools	15	2.76	0.32		15	3.45	0.21		14	2.79	0.41		14	3.79	0.58	
The school makes community members feel welcome at the school.	Designated Community Schools	15	1.01	0.02	-2.27*	15	4.41	0.36	1.04	14	1.01	0.05	-2.07	13	4.24	0.48	0.30
	Non-Designated Schools	15	1.09	0.14		15	4.31	0.27		14	1.18	0.29		13	4.18	0.55	
The present school program has resulted in effective communication between the community and the school.	Designated Community Schools	15	1.11	0.14	-2.89*	15	4.36	0.37	1.14	14	1.12	0.12	-2.16	13	4.17	0.51	-0.44
	Non-Designated Schools	15	1.26	0.18		15	4.19	0.40		14	1.34	0.37		13	4.27	0.57	
My parents come to visit the school.	Designated Community Schools																
	Non-Designated Schools																

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

relations with the community. The mean differences were significant at the .001 level for teachers and parents, and at the .01 level for grades nine and twelve students and community members. Principals did not perceive a significant difference in the extent to which the two types of schools organized activities to foster cooperative relations with the community.

The survey results revealed a significant difference between DCSs and NDSs in the extent to which the school made community members feel welcome at the school only in the case of parents. Parents of children of DCSs indicated that DCSs made them feel more welcome. All other subgroups reported that both DCSs and NDSs made community members feel welcome at the school to a similar extent. In addition, grades six, nine and twelve students of both DCSs and NDSs reported that parents came to visit the school to a similar extent.

Mean score differences of all response groups except parents indicated that the present program in DCSs and NDSs had resulted in effective communication between the community and the school to a similar extent. According to parents, however, DSCs appeared to have established more effective communication between the community and the school. Furthermore, community school coordinators reported that DCSs often organized activities to foster cooperative relations ($\bar{x} = 4.42$) and that DCSs made community members feel welcome at the school. They also reported that these schools communicated effectively with the community.

In terms of overall importance, mean score differences revealed that teacher, grades nine and twelve students and parent respondents of DCSs assigned more importance to organizing activities which foster cooperative relations with the community. Teachers of DCSs also attached greater importance to making community members feel welcome at the school as well as to establishing effective communication between the community and the school.

Interview information also indicated that DCSs spent more time on fostering a sense of community through the organization of "get-togethers" at school, participation in community activities, providing services for community members, publication of newsletters, offering programs for adults, parent advisory boards, surveys and advertising in the local newspaper.

In summary, a significant difference existed between DCSs and NDSs in the attitude of students and teachers toward the community and of the community toward the school. A review of the importance scales in most tables demonstrated that respondents of DCSs attached more importance to orienting the school toward the community and to involving the community with the school.

Figure 8 on page 55 represents the mean scores of the various response groups on the question of sense of community.

In review, study results demonstrated that DCSs and NDSs differed significantly in almost all areas of inquiry. DCSs seemed to have developed each of the characteristics studied to a greater degree. DCSs offered a more extensive community related curriculum, particularly in

the greater use of human and physical resources, provision of community service and study of the local community. Furthermore, DCSs involved parents and community members more extensively in providing advice on the school curriculum and in helping teachers through voluntary service. DCSs also offered a greater number and variety of programs to people of all ages. Moreover, community adults and students were used more extensively as resource personnel.

Results revealed that DCSs cooperated with other community organizations and agencies to a greater extent than NDSs in the provision of comprehensive educational, recreational, cultural and social services in the school attendance area. In terms of facility adaptation, DCSs reported more modifications and adaptations through such features as multi-use areas, kitchens, offices for community services, community rooms and community libraries.

Moreover, DCSs seemed to study problems and issues of significance to the community more often than NDSs. DCSs also organized community-related activities more frequently and assigned more importance to school community relations.

Correlation Results

Correlation coefficients indicated a significant relationship between responses of teachers and grades nine and twelve students of Designated Community Schools and responses of teachers and grades nine and twelve students of Non-Designated Schools on items related to community related curriculum and involvement of parents and community

members. On the four survey questionnaire items related to community related curriculum, the correlation coefficient for DCS and NDS teacher responses was (r = .63, p<.05), and for DCS and NDS grades nine and twelve student responses (r = .72, p<.05). On the four questionnaire items related to involvement of parents and community members, the correlation coefficient for teachers was (r = .82, p<.001) and for grades nine and twelve students (r = .69, p<.05).

On the Principal's Questionnaire, a relationship between DCS and NDS principals was indicated on items related to the importance of using human community resources to enhance the school curriculum (r = .67; p< .01); importance of involving parents in helping teachers through voluntary service (r = .74; p<.01); frequency of encouragement of teacher participation by the 1.school administration in decision making (r = .56; p<.05); using students as resource personnel (r = -.62, p<.05) and frequency of organizing activities to establish cooperative relationships (r = -.55, p<.05).

Moreover, correlation coefficients indicated a significant negative relationship between school enrollment and the extent of parent and community member involvement in DCSs. It appeared that the smaller the student enrollment in DCSs the more likely parents and community members would be involved. This relationship was shown on the DCS principals' responses (r = -.54, p<.05), DCS teacher responses (r = -.52; p<.05) and on DCS grades nine and twelve student responses (r = -.67, p<.05).

A negative correlation was also found in the relationship between the number of years of operation and the extent to which parents and community members were involved in Designated Community Schools. It appeared that Designated Community Schools that began recently (three to five years ago) involved parents and community members more often and attached more importance to this involvement than did Designated Community Schools that had operated from six to ten years. This relationship was significant in the teacher responses ($r = -.70$, $p<.01$) and on several items of the Principals' Questionnaire.

SUMMARY OF THE FINDINGS

The following is a brief suummary of the findings of this study in relation to the ten study questions.

Study Question 1

Are there differences between Designated Community Schools (DCSs) and Non-Designated Schools (NDSs) in the school curriculum?

The survey results revealed that a statistically significant difference existed between DCSs and NDSs in the respondent ratings of the school curriculum. DCSs used human resources more frequently to enhance the school curriculum. In addition, students of DCSs went into the community more frequently to use available facilities and resources. Furthermore, students of DCSs went into the community more often to provide community service while they learned. Likewise, DCSs

placed more emphasis on the study of the local community. These results were confirmed by the interview information.

Study Question 2

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent of parent and community involvement?

The survey revealed that a statistically significant difference in the results existed between DCSs and NDSs on various aspects of parent and community involvement. Parents and community members were more extensively involved in DCSs in providing advice on the school curriculum. Similarly, it appeared that DCSs involved community members other than parents to a greater extent in helping teachers through voluntary service. The results, however, did not indicate a significant difference between DCSs and NDSs in the extent to which parents were involved in helping teachers through voluntary service.

Study Question 3

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent of staff, student and community participation in decision making?

DCSs and NDSs appeared to differ significantly only in the extent of parent and community involvement in providing advice on school curriculum. DCSs seemed to involve parents and community members more extensively in this regard. Findings did not indicate that DCSs and NDSs differed in the extent to which school boards encouraged teacher

participation in school district decision making. Likewise, of the four response groups, only principals perceived that school administrations of DCSs encouraged teacher participation in school decision making more frequently than school administrations of NDSs.

Study Question 4

> Is there a difference between Designated Community Schools and Non-Designated Schools in the number and variety of programs offered to people of all ages?

A significant difference was found between DCSs and NDSs in the extent to which these schools provided activities for people of all ages. DCSs offered more educational, recreational, cultural and social activities involving people of all ages.

Study Question 5

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent to which community adults and students provide or assist with instruction?

A statistically significant difference was found between DCSs and NDSs in the extent to which community adults and students provided or assisted with instruction. It appeared that DCSs used community adults and students as resource personnel to a greater extent.

Study Question 6

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent and method in which cooperation with community agencies is implemented?

A significant difference was found between DCSs and NDSs in the extent and method in which cooperation with community agencies was implemented. DCSs cooperated with community agencies to a greater extent in the provision of comprehensive educational, recreational, cultural and social services in the school attendance area. DCSs were also more extensively involved in community improvement projects. Methods of cooperation included advisory councils, joint planning, interagency communications, sharing of personnel and sharing of financial and physical resources.

Study Question 7

> Is there a difference between Designated Community Schools and Non-Designated Schools in the design and adaptation of school facilities for community use?

The results appeared to indicate that DCSs and NDSs did not differ significantly in design, but did differ significantly in the adaptation of school facilities for community use. Designated Commmunity Schools reported more modifications or adaptations of school facilities to enhance community use through such features as multi-use areas, kitchens, community rooms and community libraries.

Study Question 8

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent to which school facilities are used by community groups?

The survey results indicated that DCSs and NDSs differed significantly in the extent to which the school facilities were used by community groups. DCSs were reported to be made available more often on an extended time basis daily and yearly.

Study Question 9

> Is there a difference between Designated Community Schools and Non-Designated Schools in the extent to which problems and issues of significance to the community are studied?

DCSs and NDSs differed significantly in the extent to which problems and issues of significance to the community were studied. DCSs appeared to study local problems and issues more frequently than NDSs.

Study Question 10

> Is there a difference between Designated Community Schools and Non-Designated Schools in the attitude of students and teachers toward the community and of the community toward the school?

The study revealed a significant difference between DCSs and NDSs in the importance accorded to community-related activities. The importance scales in the study indicated that respondents of DCSs assigned more importance to community-related activities. Survey results also indicated that DCSs organized activities to foster cooperative relations with the community more frequently and had established more effective communication with the community.

Correlation Results

Finally, correlation coefficients indicated that there was a significant relationship between DCS and NDS teacher and student responses in terms of community related curriculum and involvement of parents and community members. Further, DCSs with smaller student enrollments seemed to involve parents and community members more than DCSs with larger student enrollments. Moreover, DCSs which began recently appeared to involve parents and community members more often and attached more importance to this involvement than did DCSs that had operated for a longer period of time.

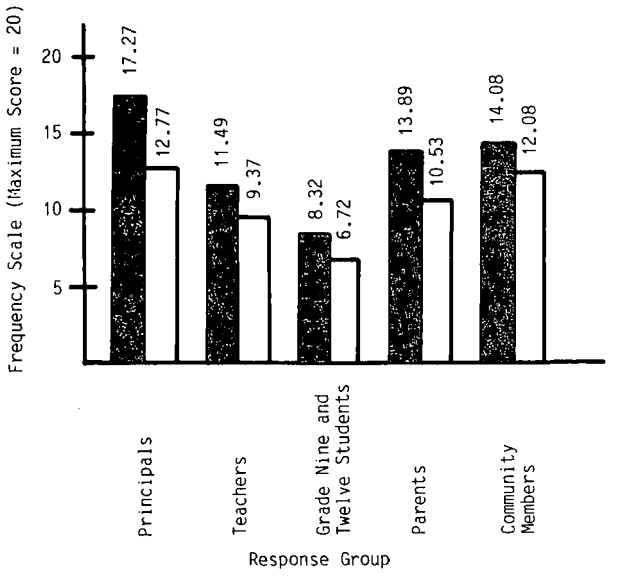


Figure 1

Mean Scores by Response Group on Community Related Curriculum

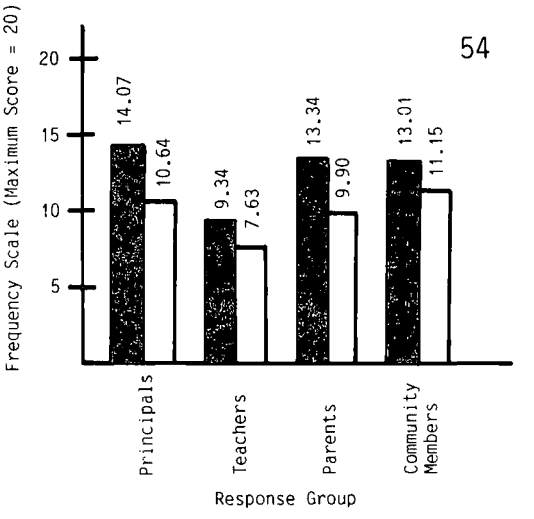


Figure 2

Mean Scores by Response Group on Involvement of Parents and Community Members

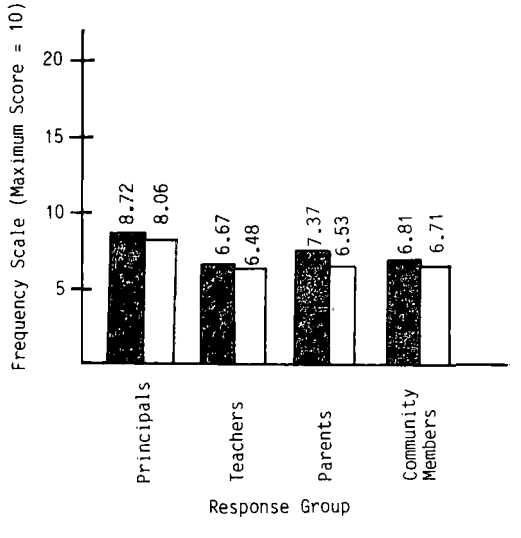


Figure 3

Mean Scores by Response Group on Collegiality

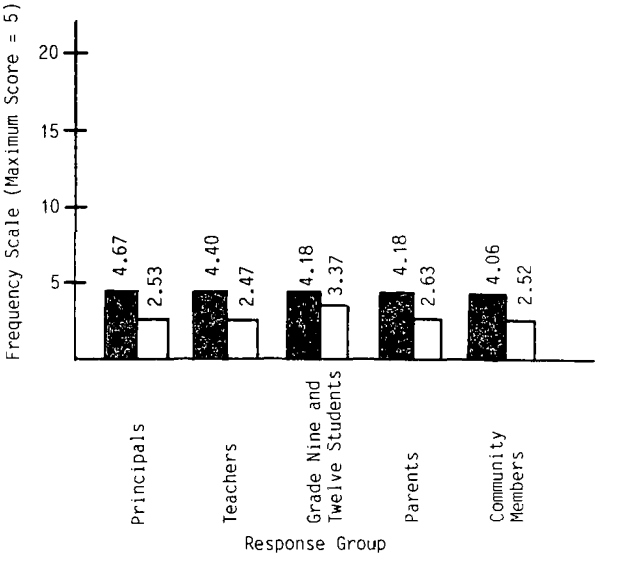


Figure 4

Mean Scores by Response Group on Programs for People of All Ages

Designated Community Schools

Non-Designated Community Schools

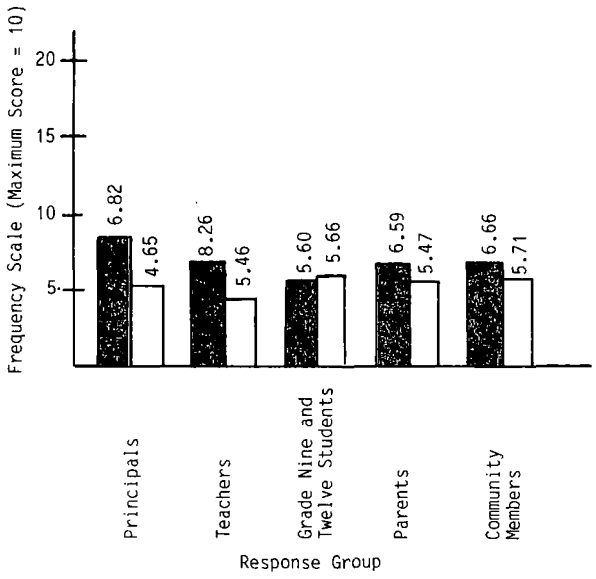


Figure 5

Mean Scores by Response Group Related to Adults and Students as Resource Personnel

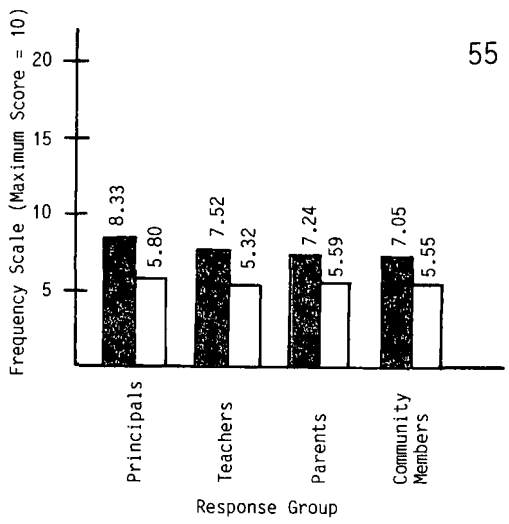


Figure 6

Mean Scores by Response Group on Interagency Cooperation

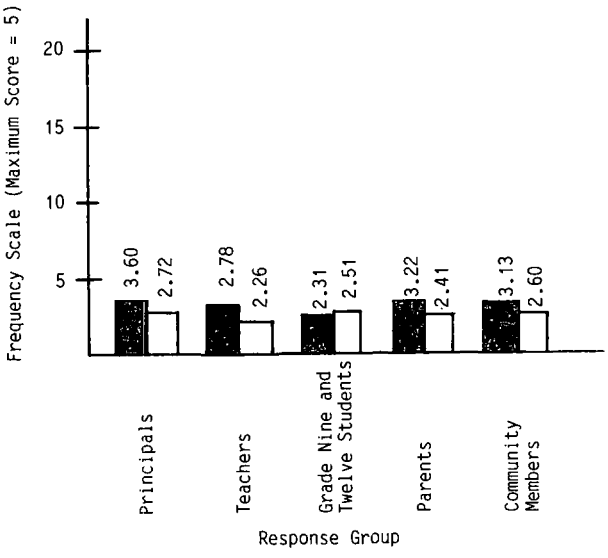


Figure 7

Mean Scores by Response Group on Community Issues

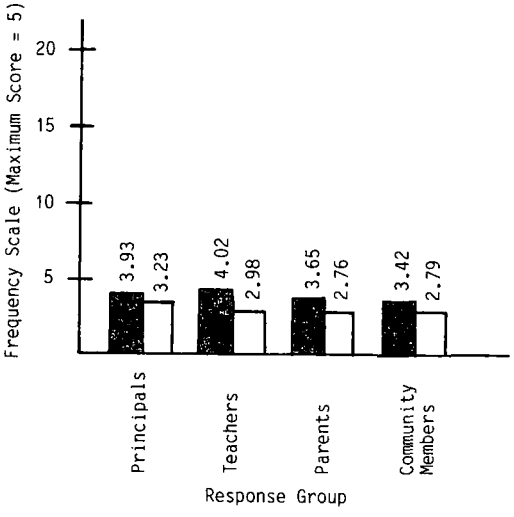
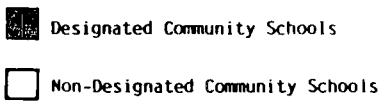


Figure 8

Mean Scores by Response Group on Sense of Community



CONCLUSIONS

Conclusions resulting from the analysis of data in this study were considered within the context of the major study findings.

1. Designated Community Schools in this study demonstrated a more conscious orientation to the community than Non-Designated Schools. Consistent with the community education philosophy, Designated Community Schools seemed to regard the community as a learning laboratory and used available human and physical resources to advantage. Similarly, greater community involvement, and increased cooperation with community agencies were valued.

2. The ten characteristics of a community school as defined in Alberta appeared to be developed in Designated Community Schools to a greater degree than in Non-Designated Schools. The use of human and physical resources, involvement of parents in curricular advice, programs for people of all ages, interagency cooperation, community use, and importance given to community-related activities were found to be the strongest elements. In need of further development were such dimensions as community related curriculum, volunteer programs, teacher and student participation in decision making and the study of problems and issues of importance to the community.

3. The provision of additional leadership positions and financial support for Designated Community Schools may have accounted for the more substantive development of community-related dimensions included in the definition of a community school. The leadership positions for community education enabled Designated Community Schools to devote more

time and effort to a comprehensive development of programs and processes relevant to a community school. The expansion of school functions beyond schooling in the traditional sense requires additional time and resources.

4. Broad-based participation in school related decision making requires clarification. It was unclear from the study what providing advice on the school curriculum by parents and community members meant. It would appear to be appropriate to delineate more clearly which decisions could be made at the local school level and the relationship of these decisions to school district and provincial decisions.

5. Parental and community involvement seemed to be more extensive in Designated Community Schools which are elementary schools. Study results appeared to indicate that Designated Community Schools with larger enrollments, which in this study were secondary schools involved parents and community members to a lesser extent.

6. Designated Community Schools which began operation recently seemed to be more enthusiastic about community involvement and community-related activities. High interest often accompanies a new innovation as indicated in the literature on educational change. It will be important to find ways to maintain this interest over the years.

RECOMMENDATIONS

Based on the findings and conclusions drawn from the study, the following are recommended for review:

1. The definition of a community school and its role in community education should be more widely communicated to interested lay and professional publics in Alberta. Visitations to operating community schools, public forums, workshops and articles in local newspapers are a few of the communication means to consider.

2. Relevant training programs should be established in Alberta for leadership positions in community schools and in community education. With the community orientation of community schools, it seems important to provide leadership training in such areas as human relations skills, community involvement strategies, public relations, community related curriculum, group processes and human resource management.

3. A clearer definition of community related curriculum should be developed in the Province of Alberta. With the mandatory provincial program of studies occupying a central focus in schools, the role of a community-based curriculum and its relationship to the mandatory program requires further elaboration.

4. The development of volunteerism should be given more attention in Designated Community Schools. Volunteer tasks need to be defined and incentives need to be created. More emphasis, as well, should be placed on recruitment, selection, training and placement of volunteers. Not only could volunteerism be an effective way to integrate community resources into the classroom, but it can also provide parent and community members with additional skills, knowledge and job satisfaction.

5. The role and nature of school-based decision making should be more substantially defined. The role of parent and community advisory groups in a school setting requires clarification. The nature of decisions that could be better made at the school level as opposed to district and provincial levels should be reviewed.

6. A summative evaluation of the Alberta Community School Programme Position (ACSPP) should be conducted in approximately five years. One of the purposes of this exploratory study was to provide baseline data which could eventually be used to make judgments about the relative success of the ACSPP. A comprehensive evaluation of this program in five years would assist in determining its overall effectiveness.

RECOMMENDATIONS FOR FURTHER STUDY

Based on this research, it is recommended that further study be conducted to answer the following questions:

1. Does a community-based or life-centered approach to curriculum make learning more meaningful for children?
2. What is the impact of parents and community member involvement on local decision making and local governance?
3. What is the impact of various leadership approaches in Designated Community Schools?
4. What are the effects of extensive use of community resource personnel and volunteers on teacher effectiveness and attitude?
5. How cost-effective are community schools as compared to non-community schools?
6. Is there a relationship between the level of citizen involvement in and knowledge about schools and the degree of support for schools?

APPENDICES

APPENDIX A

Definition of Terms

For purposes of this study, the definitions used are as follows:

1. Community School is a school where, with the endorsement of the school board in cooperation with other local authorities and on behalf of the community, there is formal commitment to the use of the educational process for both individual and community betterment. There is also a formal commitment to consciously orient the school to the community it serves.

2. Community Related Curriculum. Basic education is enhanced by relating the curriculum to real life situations in the community. Students go into the community to use available facilities and resources, and to provide service while they learn. In turn, community resources are brought into the school. Intense study of the local community becomes the basis for study of life in other communities and the world.

3. Involvement of Parents. There is an effective involvement of parents and other community members in helping to develop the curriculum of the school and in helping teachers through appropriate voluntary service.

4. Collegiality. A democratic, collegial philosophy is encouraged by the school board and principal teacher in the administration of the school. Parents and other interested community people are regarded as allies.

5. Everyone a Teacher. The faculty includes teachers, working in cooperation with each other, and community adults and students.

6. Everyone a Learner. Although the education of the young is the priority, all members of the community are potential students, including pre-schoolers and adults of all ages. Educational activities involving people of all ages are encouraged.

7. Interagency Cooperation. The school regards itself as an integral part of a total community education system. The school cooperates with other community organizations and agencies to provide comprehensive educational, recreational, cultural and social services to people in the school attendance area.

8. Facility Adaptation. School facilities may be designed or modified with effective teacher and community involvement so that, ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

9. Community Use. The school facility is available for community educational, recreational, cultural and social use on an extended time basis daily and yearly. Community activities might be scheduled at any time during each operational day.

10. Community Issues. The school, by policy, encourages a study of problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

11. Sense of Community. The school has a vital stated goal, which is to foster a sense of community. It assumes it is important that the people who live in its attendance area know and care about each other.

12. Community Education is a process in which people within communities utilize educational, democratic and sound research methods for both individual and community betterment. By design, the community education process ideally exhibits all of the following characteristics:

    a. There is an effective and systematic community/interagency cooperative relationship and interagency commitment to the use of the community education process.

    b. Strong emphasis is placed on facilitating informed citizen involvement in local needs identification, decision making, problem solving, and program implementation.

    c. Priority is placed on full utilization of existing local human and physical resources as a basis for considered community action in the common interest.

    d. The community school and other community agencies and resources are viewed as integral parts of a total community education system.

e. Emphasis is placed on encouraging community self-help, volunteerism, community initiative and self-renewal through the process of community education.

f. An important aspect is the development of opportunities and training so local lay and professional people can assume community leadership roles.

g. There is an offering of supplementary and alternative educational opportunities for community members, regardless of age, to extend their skills and interest and to bring about community improvements. Education is viewed as a lifelong process. All positive forms of education are considered potentially useful in this regard, including the use of technology and the mass media.

13. Community School Coordinator. A person in the community school formally assigned to coordinate responsibilities related to designation under the Alberta Community School Programme Position.

14. Designated Community Schools. Those schools which became eligible for Provincial Government support to function as community schools as defined in the Alberta Community School Programme Position.

15. Declared Community School. A school formally involved in the process of achieving status as a Designated Community School.

16. Interim Designation. A school which operated in the community school mode prior to September 1, 1980. The schools received provincial government support during the 1980/81 school term and were to complete a Charter as defined in Document #35 by June 30, 1981.

17. Charter. An implementation plan for a Designated Community School under the Alberta Community School Programme Position.

18. Non-Designated School. A school which has not been designated as a community school by the Interdepartmental Community School Committee.

19. Community School Leadership Position. Leadership role provided for community education in each Designated Community School.

APPENDIX B

PRINCIPAL QUESTIONNAIRE

PLEASE COMPLETE ALL ITEMS:

1. School _____

2. How long have you been principal in your present school?
   (Count the present year as a complete year.) _____ Year(s)

3. In what year did this school become a community school (if applicable)? _____

The statements below describe the responsibilities and activities that a school might undertake as part of its educational role. RELATE THESE STATEMENTS TO YOUR SCHOOL IN ANSWERING EACH OF THE QUESTIONS.

Step 1: Circle the appropriate number(s) according to the scale provided below to indicate the number of times your school carries on each of the specified activities in a typical school year.

1 means Never
2 means Seldom (1-2 times per year)
3 means Occasionally (3-4 times per year)
4 means Often (5-8 times per year)
5 means Very Often (9 or more times per year)

Step 2: Rate the importance of each activity by circling the appropriate number.

	Never	Seldom (1-2 per year)	Occasionally (3-4 per year)	Often (5-8 per year)	Very Often (9 or more per year)		Of No Importance	Of Limited Importance	Of Average Importance	Of Considerable Importance	Of Critical Importance	
9	1	2	3	4	5	1. The school uses human community resources to enhance the school curriculum.	1	2	3	4	5	10
11	1	2	3	4	5	2. Students go into the community to use available facilities and resources.	1	2	3	4	5	12
13	1	2	3	4	5	3. Students go into the community to provide community service while they learn.	1	2	3	4	5	14
15	1	2	3	4	5	4. The school emphasizes the study of the local community.	1	2	3	4	5	16

	Never	Seldom (1-2 per year)	Occasionally (3-4 per year)	Often (5-8 per year)	Very Often (9 or more per year)		Of No Importance	Of Limited Importance	Of Average Importance	Of Considerable Importance	Of Critical Importance	
17	1	2	3	4	5	5. The school involves parents in providing advice on the school curriculum.	1	2	3	4	5	18
19	1	2	3	4	5	6. The school involves parents in helping teachers through voluntary service.	1	2	3	4	5	20
21	1	2	3	4	5	7. The school involves community members other than parents in providing advice on the school curriculum.	1	2	3	4	5	22
23	1	2	3	4	5	8. The school involves community members other than parents in helping teachers through voluntary service.	1	2	3	4	5	24
25	1	2	3	4	5	9. The School Board encourages teacher participation in school district decision making.	1	2	3	4	5	26
27	1	2	3	4	5	10. The administration of this school encourages teacher participation in school decision making.	1	2	3	4	5	28
29	1	2	3	4	5	11. The school staff includes community adults as resource personnel.	1	2	3	4	5	30
31	1	2	3	4	5	12. The school staff includes students as resource personnel.	1	2	3	4	5	32
33	1	2	3	4	5	13. The school provides educational activities involving people of all ages.	1	2	3	4	5	34
35	1	2	3	4	5	14. The school cooperates with other community organizations and agencies to provide comprehensive educational, recreational, cultural and social services in the school attendance area.	1	2	3	4	5	36
37	1	2	3	4	5	15. The school encourages a study of problems and issues of importance to the community in the school curriculum.	1	2	3	4	5	38
39	1	2	3	4	5	16. The school organizes activities to foster cooperative relations with the community.	1	2	3	4	5	40

	Never	Seldom (1-2 per year)	Occasionally (3-4 per year)	Often (5-8 per year)	Very Often (9 or more per year)
41	1	2	3	4	5

17. The school participates in community improvement projects.

	Of No Importance	Of Limited Importance	Of Average Importance	Of Considerable Importance	Of Critical Importance	
	1	2	3	4	5	42

Please check ✓

43 Yes ___ No ___ 18. The school facility is available for community use on an extended time basis daily and yearly. 1 2 3 4 5 44

45 Yes ___ No ___ 19. The school makes community members feel welcome at the school. 1 2 3 4 5 46

47 Yes ___ No ___ 20. The present school program has resulted in effective communication between the community and the school. 1 2 3 4 5 48